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ABSTRACT

The rationale behind international homestay exchange programs for high school students is discussed and several existing exchange programs are described. Such programs serve to enhance motivation for language learning, cultural awareness, positive attitudes toward the host country, and parental and public consciousness of other cultures. The Melrose/Oberalster program is a five-week exchange program between high schools in Melrose, Massachusetts, and Hamburg, West Germany. The objectives, family experience, immersion institute, course content, implementation, community and parent participation, predeparture orientation, public relations, and evaluation are described. In addition, a French total immersion program in France and a task-oriented survival program for eighth graders involving an exchange with Quebec are noted. It is concluded that such programs provide a wide range of beneficial language learning experiences and should be encouraged through federal funding. Program documents are appended. (RW)

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LANGUAGE IN EDUCATION:
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55

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The High School Goes Abroad: International Homestay Exchange Programs

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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I. THE IMPACT OF THE PRESIDENT'S COMMISSION

Enrollment in foreign language courses has been steadily declining for more than a decade. A much-needed impetus to revitalizing foreign language study in American public schools came in 1978 when President Carter appointed a commission to examine and report on the state of foreign language and international studies in America. A year later, after extensive study and reports from various committees and task forces, the President's Commission on Foreign Language and International Studies made specific recommendations on how to effect reform in foreign language and international studies, not only to protect U.S. interests, but also to meet our commitment to the Helsinki accords of 1975 "to encourage the study of foreign language and civilization as an important means of expanding communication among peoples."

Findings

The Commission concluded that increasing national inadequacy in foreign language skills and knowledge of other cultures has become a growing liability to this country's economic and security interests. Not only do our language incompetencies contribute in part to our trade deficits, but we have become known for our inadequate understanding of the world in which we live and compete. The inability of most Americans to speak or understand any language except English and to understand other cultures places the U.S. at a tremendous disadvantage internationally.

It is clear, then, that in order to compete in a world where nations are becoming increasingly more dependent on one another, America must be able to communicate with other countries either in their own language or at the very least in a mutually comprehensible international language. Additionally, there are very real advantages to carrying out joint projects in all kinds of cultural contexts,[1] but this requires a background in the culture in question and a willingness to adapt to that culture when the necessity to do so arises.

Recommendations of the President's Commission

The Commission made a number of recommendations for funding, policy, and program planning focusing on the following areas of concern:

- Initiatives for establishing a high nationwide priority for foreign language and international education
- Foreign language instruction in the primary and secondary grades (including teacher training needs)
- University programs in both teaching and research
- International educational exchange
- Citizen education in international affairs
- Business and labor needs abroad
- Improvements in organization within and outside government

The principal recommendations of the Commission regarding foreign languages were that:

1. Twenty regional centers, funded by the U.S. Department of Education, should reinvestigate and upgrade the foreign language and teaching competencies of foreign language teachers at all levels. The regional centers should be organized as part of the international studies centers recommended for higher education.
2. Twenty to thirty Department of Education-funded summer institutes should be offered abroad annually with objectives similar to those of the regional centers but to include advanced students and teachers of subjects other than foreign language, and to give special attention to the less commonly taught languages.
3. Schools, colleges, and universities should reinstate foreign language requirements.
4. The Department of Education should provide incentive funding to schools and postsecondary institutions for foreign language teaching: $20 per pre-high school student in the first two years of language courses, $30 and $40 respectively per high school and college student enrolled in third and fourth year language courses, with an additional $15 per student enrolled in the less commonly taught languages.
5. The Department of Education should support language and international studies high schools, 20 initially in major population centers and eventually up to 60, to serve as national models and offer intensive and advanced language and international studies in addition to regular courses, with special support to ensure minority enrollment.
6. The National Institute of Education (NIE), National Endowment for the Humanities (NEH), and Fund for the Improvement of Postsecondary Education (FUND) (as well as NDEA Title VI research programs) should support pedagogical experimentation in foreign language teaching, particularly in effective methodology.
7. A national criteria and assessment program, funded by

NIE, should develop foreign language proficiency tests, and report on, monitor, and assess foreign language teaching in the U.S.

8. All state departments of education should have foreign language specialists. Every state should establish an advisory council on foreign language and international studies to advise and recommend on ways to strengthen these fields in their education systems.
9. The U.S. government should achieve 100 percent compliance in filling positions designated as requiring foreign language proficiency, review criteria for such designation in order to strengthen the government's foreign language capability, and evaluate the career systems of foreign affairs agencies to ensure adequate career incentives for obtaining and retaining foreign language and area expertise.

One recommendation of vital importance to the program that will be described later in this volume was the following:

> that international school exchanges, involving students, teachers, administrators, and policy makers, be expanded through programs funded by the Department of Education and the U.S. International Communication Agency (USICA) as well as through the private sector. Specifically, high school student exchanges should receive more encouragement and support as vital elements in international education. Therefore, USICA should increase its support of these activities through incentive grants to the schools.[2]

While federal leadership and financial incentives can encourage and facilitate change, it is ultimately up to state departments of education, local school authorities, and citizens to make it happen. If our schools are to teach more effectively about other countries and cultures, foreign experiences for teachers should be expanded through enlargement of teacher exchange programs, and exchanges of high school students should increase.[3] Congress should certainly consider the merits of the Commission's recommendations and vote to provide public funding for this purpose. Without federal funds and subsidies to encourage secondary school participation and increase the number of international exchange programs for students at this level, it will be difficult to radically affect present conditions.

A Progress Report

An outgrowth of the President's Commission is the National Council on Foreign Language and International Studies, estab-

lished in 1980. Its purpose is to advance the work of the Commission by working through existing public and private organizations to help focus attention in the U.S. on the importance of communicating with and understanding the world beyond our borders.

Since the President's Commission was established, a number of bills have come before the Congress, many of which are still pending. It is also very encouraging that both the House and Senate approved a resolution emphasizing the need for language study. The Congressional Resolution on Language Study (1980) expresses the sense of the Congress that the study of foreign languages and cultures should be strengthened by appropriate actions, such as the encouragement of international exchange programs. (See Appendix A.)

II. RATIONALE FOR INTERNATIONAL EXCHANGE PROGRAMS

We are now seeing a renewed interest in advancing international exchanges, primarily for short-term study abroad at the high school level. Such programs have a number of purposes, which we will discuss briefly below.

- They provide direct contact with people of other languages and cultures. For maximum effectiveness, students must be taken out of the isolated milieu of the classroom and given every opportunity for face-to-face interaction in other cultural linguistic contexts. Such exposure will challenge them intellectually and emotionally, both daily and over an extended period of time.[4] Adolescence is an ideal time for such exchanges to take place, because it is during their formative years that youngsters are most impressionable.

- They provide opportunities for communication, illustrating through direct experience the importance of language for understanding the aspirations and beliefs of other peoples. Foreign language learning is a vital connecting link in the interdependent relationships of the modern world, since true interaction can occur only where at least some members of one community experience the language and lifestyle of another.[5]

- They provide a means of developing cultural and global understanding. Though foreign language educators have long claimed that the study of a foreign language gives students the key to understanding people from another culture, Robinson believes that this claim is not always reflected in the teaching and evaluative practices of the foreign language classroom. Consequently, foreign language programs and materials will need to be redesigned in order to achieve a more global perspective if language learning is to have any impact on world understanding.[6] The primary objective of study-abroad programs has been to increase the language competence of program participants. Of equal importance, however, is the goal of cross-cultural understanding, the discovery of otherness and of self, and the acquisition of new interpersonal relationships as one becomes integrated

into another culture. By living with host families, participants improve their language skills while being exposed to the lifestyle, customs, and values of other people.[7]

Daily interaction creates a greater awareness of similarities and differences between cultures, which leads to a better understanding of the lifestyles and values that influence everyday behavior. Therefore, international exchanges of students are perhaps one of the most direct routes to a major reform in foreign language education and international studies--reform which is vital if the ultimate goal of global understanding and better world citizenship is to be achieved. What can be more exciting for young students than to find themselves in another country, communicating face-to-face with real people, living together, and sharing daily experiences!

Motivation

Studies on attitudinal and cognitive aspects of second language learnng reveal that motivational variables are important for effective acquisition of a language. Since sociological factors and conditions have a positive effect on motivation, these should be explored with a view to creating situations that enhance language learning and that allow for rethinking stereotypes.[8] The real-life experiences abroad that are integral components of the home-based foreign language exchange serve both to sensitize students to another culture and to develop within them positive attitudes toward other peoples.

Cultural Awareness

Living with a family is perhaps the best way to experience deeply another culture. Because of the tremendous emotional and attitudinal impact of the homestay experience, it can very well be the most important aspect of a student's experiences in a foreign country. Rivers claims that talking about other cultures is not enough, because students tend to remember from readings and discussions information that confirms their prejudices and reinforces their stereotypes. Therefore, in order to thoroughly understand another culture, students need to live, to some extent, in that culture, to experience it as one growing up in it experiences it, and to assimilate this new experience in a way that enriches their thinking and self-expression.[9] And it is through association with host families and partners of the same age that students discover for themselves how people think, what they mean, and how they convey their feelings through behavior, actions, gestures, and speech.

Attitudinal Changes and Achievement

In an attitudinal survey conducted by Grittner as part of an evaluation of a German-American partnership program between two high schools in Madison, Wisconsin and Mainz, Germany, it was found that students went into the program with strongly positive attitudes toward Germany, its language, and its people. At the end of the exchange program, the consensus was that these positive attitudes had become even stronger. All of the participants expressed the desire to continue studying German and to continue contacts with the German people.

From the standpoint of language learning, Grittner inferred that the most significant factor appeared to be the development of an "integrative" attitude toward the German language and culture, in that students wishing to identify with, or be part of, the German linguistic cultural group demonstrated higher achievement in the language.[10] This corroborates the research of Gardner and Lambert, who claim that there is greater linguistic achievement by students who show an "integrative" attitude toward the foreign culture.[11]

In a study conducted in Australia, Robinson found that student achievement depends largely on attitude and interest in the culture and that those students who continue to study language are the ones who are the most interested, rather than those who have the aptitude.[12]

Cultural Appreciation through Parental Involvement

As attitudinal changes start to take place among students who are exposed to a new cultural environment, we begin to observe more tolerance and a liking for members of the other linguistic group. This seems to be encouraged by the number of similarities that American students find with students from the visiting group, rather than by any observed differences. Through contact with their children's partners, parents also have the opportunity to become acquainted with the behavioral patterns of the foreign students. Indeed, over the years, many will already have hosted, at different times, several foreign students from the same country, becoming sensitive to their needs, likes, and dislikes. Such close contact with people leads to an understanding and acceptance of their cultural differences and an appreciation of similarities. Additionally, prolonged interaction and contact with foreigners often replaces stereotyped thinking with a more realistic, positive impression.

Having foreign students in the community generates enthusiasm and helps increase interest in foreign languages. Very often parents who are members of service organizations such as the Rotary and Kiwanis clubs will invite foreign students to discuss their impressions with the members. The visibility of

these students at prominent locations in the town creates a positive and hospitable feeling in the community, with more people extending invitations to them as their visit proceeds.

Many American parents are impressed by the quality of English spoken by the exchange students, their eagerness to learn more, and their interest and enthusiasm. Parents begin to realize how important it has become for these visitors to speak another language, as they observe how freely the exchange students interact with the host families.

Raising Public Consciousness through Involvement

Public awareness of the foreign exchange program is integral to convincing local citizens of the value of a short-term school exchange program. An important element in achieving this awareness is the involvement of community leaders, citizens, and parents in the activities and projects of the exchange program. For example, as part of the program in Melrose, Massachusetts (described in detail later in this volume), the Citizens' Committee for the International Exchange of Students has been instrumental in encouraging more active involvement by members of the community. The mayor of Melrose has shown his support by proclaiming the first week of the exchange "German Week," and by placing a sign outside of City Hall which reads: *Wilkommen Studenten aus Deutschland* ('Welcome Students from Germany'). He participates in all functions relating to the program, receives the students at City Hall, and conducts a series of seminars for the visiting students. Along with members of the state legislature, the governor of Massachusetts has also been involved in the program.

By arousing public interest at the grassroots level, and by creating public awareness in our own towns about what goes on in our schools, we take an important first step toward changing public opinion and attitudes toward foreign languages in this country.

Today people travel more than ever before, either for pleasure or because their jobs require them to spend time abroad. They purchase more imported products, and many have been making foreign investments. Consequently, they have a much broader international outlook than was formerly the case. They are better motivated and more enthusiastic about participating in a project with which they can relate, and from which they want their children to benefit. Programs like the Melrose/Oberalster Exchange Program are just as much community projects as school programs, and require the interest and support of the entire citizenry.

III. MELROSE/OBERALSTER: A SHORT-TERM HIGH SCHOOL EXCHANGE PROGRAM

Purpose

In an attempt to develop a real-life experience that would stimulate the study of German, a short-term exchange program was established between Melrose High School in Melrose, Massachusetts, and Gymnasium Oberalster in Sasel, a suburb of Hamburg. The program, under the auspices of the German American Partnership Program (GAPP), has now become an important element for not only German studies in Melrose, but for American studies at Gymnasium Oberalster. Now in its seventh year, the program has provided learning experiences conducive to improving communication skills through growing language mastery and greater cultural awareness. What makes this short-term student exchange program unique is that it combines the homestay, which is an implicit learning experience, with an organized immersion institute at each school, which serves as an explicit learning experience that helps students to interpret with greater validity the homestay in each country.

Objectives

The five-week Melrose/Oberalster *Austauschprogramm* is designed to meet the following objectives:

- To provide a family-life experience by integrating American and German students with German and American host families and partners of the same age
- To help students gain more facility and confidence in oral communication through daily contact with native speakers
- To help students acquire a deeper appreciation of the customs, values, beliefs, and viewpoints of Germans and Americans in today's world
- To increase student awareness of each country's position in world affairs, business, and technology
- To provide opportunities for further acquaintance with the civilization of the country through planned excursions and visits to places of historical and cultural interest

- To develop understanding of and tolerance for cultural differences

Homestay: The Implicit Learning Experience

It is the family experience here and abroad that makes the greatest impact on young students. The sense of belonging which develops from the friendship and care of the family helps students to gain the security necessary for successful acclimation to the new cultural environment. The more thoroughly guests allow themselves to be absorbed into the family life, the more at home they will feel in their new surroundings.

Integration into the family unit is generally accomplished quite rapidly. The host and guests enjoy leisure time together and also share activities with other members of the family. They take their meals together and have many discussions. It becomes as much a cultural experience for the family to host a foreign student as it is for the guest to learn the German or American way of life by living it.

Experience has shown that a minimum of three years' study of German is required for American students to gain maximum benefit from the homestay. This grounding enables them to communicate with their host family and peers without frustration. Adjusting to their American environment is easier for the German students, because from the fifth grade on, English is a required area of study for them. Participants in the program range in age from 15 to 18, but for the most part, American students are 15-year-old sophomores in high school who have studied German since the seventh grade. Every effort is made to arrange partnerships with youngsters of the same age and sex, though exceptions have had to be made where necessary. The community of Sasel is composed of middle- and upper middle-class families whose interests and lifestyles correspond to those of Melrose host families and partners. American students and their German counterparts have noted that the standard of living appears to be the same in both countries, and that similar social and material values are held by people in similar social categories.

Survey on the Family Experience of American Students in Germany

In a student survey, participants reported that language and cultural insights were mostly acquired through the family experience and daily contact with people in the community. American students unanimously agreed that living with a German family gave them a real picture of the habits, customs, viewpoints, and values of the people. Students admitted that hearing and speaking German in the host home had given them more confidence and a real desire to speak the language. Most felt that their oral proficiency in German had progressed from fair to at least good,

with the improvement attributable to the fact that they were constantly being forced to speak the language.

One student commented, "Being forced to speak and communicate the daily, average language used in the household was enriching. You become familiar with their logic, understand their habits, way of life, and how they behave socially." Another student remarked, "To be truly a part of a German family means eating, sleeping, talking thinking, and dreaming in German. The dinner and breakfast meals were enjoyable, as we spent time talking about daily plans, accomplishments, and events. The family was truly a major factor in my language improvement."

During the long Easter weekend, many families went on trips to northern Germany, Lower Saxony, and the Harz Mountains. Some drove along the Rhine, sampling a variety of regional foods and wines while visitng medieval towns and castles. Others stayed home and built huge bonfires in the yard, which is a tradition in northern Germany on the night before Easter. "Bringing together two cultures and learning about one another helps you to understand your own culture better," remarked a student who took part in two exchange programs.

Increased Confidence through Family Integration and Interaction

The better the students became integrated into the family, the easier was their integration into school and into the community. Their confidence grew daily as they spoke the language and used it in authentic situations: at the shopping center, the post office, the flower shop, the disco, the cafe, and with new friends and acquaintances. This immersion experience motivated students to speak the language so as to better identify with their new peer group.

Immersion Institute: The Explicit Learning Experience

The Melrose/Oberalster Exchange Program operates on a biennial basis and has two phases: German students spend October in Melrose, while the American group goes to Hamburg in April. Because of the explicit learning experience built into the program, the exchange must take place during the academic year while both schools are in session.

One of the program's most important features is the immersion institute in each of the partner schools, with separate programs organized to accommodate the needs of each group of students. Because it is conducted in the context of the total school experience, the institute contributes substantially toward the development of communicative ability in the language of the host country. The following chapter will describe in detail the design and functioning of the immersion institute.

IV. THE IMMERSION INSTITUTE

Overview

The institute offers a balance of structured learning and experiential education. Since school attendance in the host country is an integral component of the German-American Partnership Program, a meaningful learning experience has been developed, tailored to the needs of the foreign students.

In design, the institute may well be unique; a study of the literature referring to short-term exchange programs hosted by individual schools, public or private, does not show any other models where a major portion of a foreign student's use of school time is structured. What we usually find is references to projects assigned to students while abroad, or initiation lectures in the culture, with some practice in conversation offered by teachers in the school. For the most part, it would seem that students are given "carte blanche" either to attend courses of their choosing or to accompany their host partners to class.

Phase One: Melrose

The institute concept was developed in Melrose in order to provide structured learning experiences for the German exchange students. Its purpose is to give students futher insight into, and greater understanding of, American values and society, our political and economic systems, human rights, language, literature, music, and sports. It further provides opportunities for student participation through discussion and interaction, on a one-to-one basis, with teachers and peers.

Organization and Staffing

Most of the institute's sessions are scheduled during the first four periods of a seven-period day, with the fifth period reserved for lunch. The German students attend homeroom with their host partners (first period) and meet with their German project leader (usually second period), who helps them understand their assignments. During the last two periods of the day students either may follow their host partners to class or attend classes of their choice. Many select courses that are not offered in their school in Germany, e.g., computer science,

computer math, typing, and graphic arts. (For practical purposes, this part of the program is referred to as integration.) The institute's program is intensive in nature. For example, in 1981 the program consisted of over 50 sessions presented over a four-week period.

To facilitate accomplishment of the institute's goals, teachers combine their efforts in an interdisciplinary approach, leading a series of classes, or seminars, on current issues and topics appropriate to the interests of foreign students. Many of these are taught by community resource persons. The teachers who participate volunteer their free time for as many as two to three periods a week.

Course Content and Approach

The choice of content must be geared to the level of the group's proficiency in English. This is not difficult to determine, primarily because most of the German students are the same age and generally have the same background as far as their exposure to English goes.

The use of English as the medium of instruction and communication allows students to hear the language constantly in a variety of contexts, which leads to a greater understanding of how language works. For the first time, students hear language functioning in authentic situations, which necessitates their using previously acquired skills. At the conclusion of the sessions, students are tested in several courses to evaluate their skill usage.[13]

In addition to fostering oral communication, the institute emphasizes written communication as well. The goal is to acquaint students with American culture, while also focusing on American relations with Germany. A brief description of the content of the courses will give a better idea of the institute's emphasis and approach.

City and Municipal Government. This is conducted by Melrose's mayor, and consists of both oral presentations and written material. Students are also invited to tour City Hall and visit the various departments of the city to see how they function in comparison with their German counterparts.

The Juvenile Courts. This course offers an overview of the justice system in Massachusetts and the constitutional rights of young people. Taught by a social studies teacher who is also an attorney, it utilizes a case study approach. Students are assigned materials to which they are expected to react and respond.

Introduction to American Speech and Debate. This course introduces students to oratorical interpretation, extemporaneous

speaking, group discussion, radio broadcasting, and debate. They also learn how to develop a logical argument and to find and use evidence to support their arguments. Each student participates in class debates during the regular school day. After-school debates with the varsity, novice, and intermediate debate teams are also arranged. As a special feature of ths course, students are also invited to a public debate, a replica of a debate on the question of women's rights that took place in Melrose in 1872.

Changing Roles in American Society. This course focuses primarily on the role of women in today's society. Students are assigned reading materials on the subject and are shown films depicting the changing roles of women over varying levels of society. Students are encouraged to express their opinions and to compare the changing roles of women in this country with those in Germany.

American Social Structure. This seminar gives students a broad insight into and understanding of society and standards of living in this country. As such, it does much to dispel the stereotyped notion of many German students that everyone in the U.S. is affluent. Indeed, a comparison of the social structures and cost of living in their home town and in Melrose shows many similarities that the students do not expect.

American Values. This course is designed to bring into perspective some contemporary problems and issues in the foreign policy and economic situations of both countries. The political system is discussed, with concentration on state and national elections. Effective use is made of newspaper articles and magazines; students also view films and videotapes in which critics discuss a variety of issues.

Poetry and Music. Robert Frost's poems are read and analyzed with the help of a teacher of American poetry, who also plays a variety of American folk tunes on the guitar, discusses the origins of the words and music, and involves the group in singing American folk songs.

American Sports. Students learn the rules of football and baseball and become acquainted with the equipment used to play these games. Classes involve demonstrations, movie viewing, and actual practice, as well as attendance at some of the season's games. Students also participate in some intramural sports or in extra-curricular school activities with their host partners. This encourages more peer interaction and fosters new friendships. (See Appendix B.)

Parental Involvement

One of the parents, who is a historian, lectures on the history and architecture of New England homes and buildings. Students also tour various sights in the area.

Another parent, a freelance writer and university professor, discusses the works of several American short story writers, including Thoreau, Hemingway, and Fitzgerald. Students also receive practice in creative and expository writing in these classes.

Hamburg Night

A farewell evening, hosted by the German students, is held during the last week of the exchange. The students express their appreciation to their host school, teachers, partners, and friends through a variety show with skits, choral singing, charades, a slide presentation, and speeches, all of which are performed in English. The students also receive a certificate for having satisfactorily completed the institute program.

Student Reactions

Many of the comments students made reassured us that we were providing them with an enriching school experience. At a press conference held at the end of the exchange, most students agreed that they had enjoyed the institute's program and had learned much more than they would have had they simply followed their partners to class each day. The German project leader expressed her pleasure with the content chosen for the institute and the way teachers prepared and presented their lessons.

Phase Two: Oberalster

The second phase of the exchange program takes place in Germany during the spring of the same academic year. This permits American partners who are seniors to participate in the exchange program before graduating from high school. It also maintains continuous momentum and enthusiasm during the whole year. Essentially the same format is used for the institute at Gymnasium Oberalster.

Course Content and Approach

During the year, the project leaders of the partner schools collaborate on the needs of the American students and on what should be included in the institute. A great deal of care is taken to ensure variety in the courses offered and to avoid the possibility of overlapping content.

Eleven teachers, including the headmaster and two parents, are recruited to conduct classes for the American students over their four-week stay. The *Gymnasium*

- permits students to discuss their impressions and work on assignments;

- offers many sessions on language usage, oral and written;

- provides seminars for discussion of current events, politics, and international relationships; and

- integrates American students by allowing them to accompany their partners to classes during unscheduled periods.

The Oberalster Institute includes reading and discussion of literary excerpts, text explication, development of dialogues and skits, and written composition. While the host project leader conducts seminars in German each week for the American students, the visiting project leader often leads discussions on current American issues for advanced students of English at the *Gymnasium*.

Language courses give students the opportunity to improve pronunciation and to learn a number of idiomatic expressions that may be used in developing dialogues for role playing in typical situations such as a visit to the tourist office or planning a camping trip with a friend. Students write and perform skits involving the use of puppets, which allows them to use what they have learned. They also write paragraphs in class that are later read by individual students and corrected, with the help of the teacher, by other students in the class.

Cultural seminars deal with a variety of topics. For example, last year a parent involved with the city government spent four class sessions discussing the operation of the Hamburg sanitation department. He discussed the collection, removal, and disposal of garbage, as well as the cleaning of public streets and sidewalks. There was also discussion on the treatment of waste, incineration, and composting, and how to deal with pollution. This was followed by handouts, films, and visits to the plants, further illustrating the importance of cleanliness in Germany--an important characteristic of German culture.

Another series of seminars shows how Hamburg functions as a city and state, with its two forms of government and separate parliaments. Various aspects of Hamburg's constitution are also discussed, especially as they relate to the powers and responsibilities of local and state government.

An especially interesting series of discussions deals with the operation of the European Economic Community, principally as it relates to Germany. There are also orientation sessions on East and West Berlin that prepare students for what they will observe during a later visit there.

The organization of education in West Germany is especially interesting to the American students. They learn about the different types of secondary schools--vocational, technical, and

academic--that operate as open campuses over a two-semester period. They also participate in discussions on the university system and the importance of high scores on the *Abitur*, the examination that qualifies students for entrance into the various departments of the university.

The *Tagebuch* (Diary). A very important aspect of the institute is a seminar devoted to the development of a "daybook," where students are shown how to record their impressions, observations, and experiences in the form of a diary. Typical entries include the student's first impressions of Germany, a description of the host family and their home, weekend and leisure time activities, typical German customs, social and cultural activities, people encountered during the course of a day, and shopping (particularly comparisons of prices of articles sold in Germany and the U.S.).

The diaries are discussed in class and shared with other students. In addition to the cultural insights that the students gain from this experience, the diaries give them considerable writing practice and afford an excellent opportunity for vocabulary enrichment.

Written Project. Students are also required to prepare a written report on a subject of their choice. The purpose of this assignment is to encourage them to interview native speakers and to further interact with people who can provide information on specific topics. And since each student is expected to discuss the content of his or her research, this assignment not only helps build confidence in speaking, but also provides practice in listening comprehension, reading, and writing.

Integration

As is the case for the German students at Melrose, the American students at Gymnasium Oberalster are allowed to attend classes with their host partners during their unscheduled periods. All the American students have copies of their host partner's schedule--a schedule that varies each day. (German students usually take nine to eleven courses each semseter, each meeting two or three times during the week.) Students who accompany their partners to class are often asked to assist in basic English classes. They also participate in some of the advanced English classes, leading numerous discussions on current issues of mutual concern.

Berlin Excursion

A highlight of the last two exchanges was a four-day excursion to Berlin. The trip requires a considerable amount of advance planning with the German Embassy in Washington, the Min-

istry of Education in Bonn, the Goethe House in New York, and the Information Center in West Berlin. The Center arranges for student housing, organizes tours of East and West Berlin, and plans orientation sessions on the two cities in which experts discuss their political and social problems. Since the West German government is anxious to have American students see Berlin, it authorizes subsidies through the Ministry of Education to assist qualified exchange programs to visit there.

Survey on Student Learning Experience

In a short survey of student opinion on the institute, almost all American participants, like their German counterparts, agreed that they had gained more knowledge through their experience in the institute than they would have had they accompanied their partners to class the whole day. They found that keeping a *Tagebuch* in the target language not only helped them increase their vocabulary and express themselves better in writing, but also forced them to learn more about the customs and lifestyles of the people. They agreed that the courses and seminars were geared to their level of speaking and understanding and that the variety of topics discussed provided a strong basis for understanding the life, culture, and economic and social conditions of the country.

The students recognized that their experience abroad made them more tolerant of other people's viewpoints and opinions. In addition, they felt they had developed a feeling of identity with their peers, a desire to know more about the Germans, and a strong willingness to continue to study German. They also believed that through this experience they could understand, speak, read, and write better than they could before going abroad and that they could communicate their ideas and needs in German with greater facility.

Many students also reported that language and cultural insights were mostly acquired through the family experience and daily contact with German-speaking people. Students became increasingly familiar with current vocabulary, clichés, and expressions, which they used with more confidence and facility.

A few of the remarks made by the participants about various aspects of the program have helped us further evaluate some of their experiences. One of the students, who had participated in the exchange once before, stated that it was very satisfying to be able to exchange viewpoints and discuss differences in another language. He also found it personally rewarding to help students of English at the *Gymnasium* study his own language, and he enjoyed being able to discuss current issues with German students.

The trip to Berlin made a dramatic impact on the American students. Though costly and time consuming to prepare, it is a most worthwhile experience that will continue to be part of the

program. The remarks expressed by one student are consistent with the feelings of all the participants. "The excursion to Berlin is the most important part of the exchange. It is the focal point of the Cold War, and those who don't understand Cold War issues need only stand at Checkpoint Charlie. Seeing the Berlin Wall on the East is an experience I will never forget. It represents real life, hard as rock, and once inside you are overwhelmed by the feeling of Communist propaganda that surrounds the city." Another student remarked, "West Berlin is extremely unique because it is an island of freedom in the middle of Communism." (See Appendix C.)

* * *

In this chapter we have shown how the institute experience enhances the value of the entire exchange program--a program that takes on special meaning when students are exposed to external on-site experiences.

Rivers claims that a program that attempts to develop systematic progress in cultural understanding, side by side with growing mastery of the language, will ensure that the student is better able to communicate with speakers of the language in the fullest sense of the word.[14] This is what the homestay exchange program has tried to achieve.

V. ROLE OF THE PROJECT LEADER

The organization and administration of any exchange program require leadership, interest, and enthusiasm. The success, growth, and continuation of a good exchange program depend upon the commitment and ability of the project leader to initiate, organize, and direct the required activities. For our purposes, we will define a project leader as the teacher in charge, i.e., the one who is responsible for the program and accompanies the students abroad.

Finding a Partner School

The first step in establishing a program is to find a school willing to participate in a reciprocal exchange during the school year. This can be accomplished either privately or through an organization or agency. Once a school has been found, an initial program can then be organized to include a homestay.

Approval by School Authorities

As soon as agreement for the exchange has been established, a written proposal should be presented to the school principal, with copies to the superintendent of schools and to the school board. Project leaders should be ready to appear before the school committee in order to elaborate on their program proposal and to answer questions about it, since school officials must approve the project before the school board grants permission for any extended period of absence from school, both for project leaders and students. As soon as authorization is granted, project leaders must begin planning with their overseas counterparts, since it is essential at this point that the approximate time of arrival and length of stay be mutually agreed upon. For scheduling purposes, advance planning should begin at least six to eight months prior to the first group's visit.

Student Recruitment and Selection

Criteria for eligibility should be announced in advance and should be clearly stated on the application form that interested students must complete. One of the problems of selecting students is that necessary limitations on selection often affect

the size of the group. This is particularly true when organizing student partnerships with schools abroad, since these schools very often have more eligible students from whom to choose matching partners.

Part of the problem stems from the fact that American students are in general less able to communicate in the foreign language than their European counterparts. To maintain the quality of the program, then, project leaders must insist that one of the criteria for selection is that candidates must have had at least three years of exposure to the target language. In addition, they must have the recommendation of their language teacher and must agree to continue to study the language to the highest level provided by the school. Other eligibility considerations may include good school citizenship and character, personal interests, and health.

When all applications have been received, the project leader and an assistant screen them and select 15 to 20 students. These are then matched with the applications of students previously selected and forwarded by the project leader from the partner school. Age, sex, and similar interests are also determining factors in the final selection of partnerships. When the matching of partners is completed, the list is immediately announced and sent to the partner school abroad, since prior correspondence between partners can be an important ingredient of a successful program. (See Appendix D.)

Partnership Commitment

Once the matching takes place and the American family agrees to accept the foreign student, the partnership is established; the American host partner is thus obligated to return the visit in order to complete the second phase of the exchange.

Organization of Parents and Community Members

Project leaders must organize a committee of parents and community members who will be responsible for the planning of receptions, excursions, visits, and all extra-curricular activities associated with the exchange program. This group also solicits funds and organizes money-raising activities to help defray some of the costs of the activities planned for the visiting students, as well as of the side trips and any extensive excursions abroad undertaken by the American students.

Establishing Contacts for Fund Raising and Subsidies

The cost of running an exchange program has increased so dramatically in recent years that every effort must be made to

obtain subsidies and grants. Project leaders not only request funds from service and professional organizations and from private contributors in the area, but they also open lines of communication with the embassies, cultural agencies, and ministry of education in the host country.

Recruitment of Institute Personnel

The quality of an exchange program is directly related to the skills and ability of the project leaders, the teaching staff, and the administration of the partner schools. In Melrose, the project leader plans the institute for the visiting students and recruits teachers within the school to organize seminars and to prepare courses to be taught to the foreign students. Ideally, project leaders should try to recruit teachers and resource people from the community who have had a variety of experiences and who are interested in and enthusiastic about working with foreign students. A commitment to participate for the duration of the institute program is essential to its consistency and continuity. Resource people who can contribute particularly well to the institute include city officials, business people and professionals, writers, social workers, and professors connected with nearby universities.

Planning Receptions, Excursions, and Official Visits

Project leaders must approve all planned excursions and visits, because they must make room for them on the activities calendar. They must make arrangements for transportation and payment for buses and tour guides.

Project leaders must also arrange for the official functions and receptions that will take place during the period of the exchange. They must call the governor's office to schedule an official reception for the exchange students. They must send special invitations to city, state, and school officials, as well as to host parents and their guests, to attend the school reception, usually held on a Sunday afternoon, to welcome the exchange partners and their leader. Invitations to this function should also be sent to representatives of the appropriate consulates.

Orientation Meetings

Orientation meetings for the students and parents are an important aspect of a successful exchange program, since it is during these meetings that the purpose of the exchange and the role of host parents and partners can be clearly outlined and discussed. Costs and travel arrangements for the American students can also be discussed. To facilitate planning and imple-

mentation, these discussions should begin in the spring of the year preceding the exchange.

Travel Arrangements through Local Agents

Finally, project leaders should investigate with several travel agencies the various possibilities for overseas travel arrangements. An important consideration in choosing an agency is the quality of service it can provide for an exchange program. There is also an advantage in dealing, if possible, with a local agent. This can save the project leader a great deal of time and energy. Once a working relationship has been established with a local business person, he or she often feels part of the community project and will expend extra effort to arrange the most economical way to travel. For example, a willing agent can make an initial deposit for the group, at least six months prior to the departure date, in order to avoid possible surcharges caused by escalating costs in air travel. Though this is not a common practice, courtesies like this may be extended when mutual confidence and a good business relationship have been established between the two parties.

The project leader should invite the travel agent to some of the orientation sessions in order to discuss travel arrangements in the presence of the parents and students. The agent should also be at the airport at departure time to help with boarding and baggage details and to help if problems arise. It is also a good idea to have a photographer at the airport to take a photo of the group before it boards the plane, not only for the satisfaction of parents and administrators, but also for publication in the local press.

VI. COMMUNITY AND PARENT PARTICIPATION

Extensive community involvement contributes to the success of an exchange program. Involvement generates interest and enthusiasm, which often results in much-needed social support for foreign language study in the public schools. The exchange program should be looked upon both as an eduational experience between two international partner schools and as a community project where parents and citizens work with the project leader to plan and organize program activities.

Citizens' Committee

The Citizens' Committee for the International Exchange of Students, organized by the project leader and the German teacher at Melrose High School, was originally composed of women in the community who were active in the League of Women Voters; members of the chamber of commerce, the hospital league association, and the board of education; and several parents. As time went on, more and more parents became involved, so that the organization has now become parent oriented.

The purpose of the committee is to plan a program that will welcome and extend community hospitality to the foreign exchange students and show them American culture and customs, and New England scenery. In addition, the group has established a fund at a local bank for private and public contributions.

The committee organizes and hosts the welcome reception in honor of the German project leader and the exchange students. At the official opening reception, the mayor presents each student with a proclamation and a personally inscribed copy of the history of the City of Melrose. A representative of the West German Consulate participates in the ceremony, as does the director of the Goethe Institute in Boston, who also brings gifts for the exchange students. The superintendent of schools, the chairman of the school committee, and the principal of Melrose High School all make welcoming remarks.

A brief reception is also held at the State House. The governor of Massachusetts presents each exchange student with an ambassadorial plaque with the state seal on which the student's name is inscribed. In 1981, Governor Edward J. King cited the Melrose/Oberalster Exchange Program as "a unique experience, an outstanding example for other schools to follow."

Other activities planned by the citizens' committee include

a New England-style barbecue at a local country club; several walking tours of Boston; visits to Sturbridge Village, Lexington, Concord, and Plymouth Plantation; a Northshore tour of historic Salem and Rockport; and a tour of Harvard University and its museums. Also included are visits to industrial locations. (See Appendix E.)

Packets with maps, brochures, and pictures are prepared by the committee and distributed to the students upon their arrival in Melrose. This serves as an introduction to the sights to be visited, all of which reflect the culture and traditions of Boston and New England.

In the area of fund raising, the citizens' committee has organized successful yard sales, helping high school students collect the items and price them for the sale. Furthermore, parents have supervised weekend car washes, bake sales, candy sales, and raffles. They have also assisted with some of the clerical and secretarial work associated with the program.

Finally, the citizens' committee assists the project leader in locating suitable housing, within walking distance of the school, for the visiting project leader's four-week visit.

Parental Involvement Abroad

The parents' committee in Sasel also plans an official reception to welcome the American exchange partners. This affair is similar to the one held in Melrose. Two other receptions follow, one hosted by the district town manager and school superintendent, and the other held at the famous Hamburg Rathaus.

The parents of the German partners are very much involved in the planning, organizing, and financing of activities for the American students. The parents' group organizes and hosts all outside functions and activities related to the exchange program, working closely with the project leader.

The parents' meetings with the project leader are important because, in addition to planning events for the foreign students, they talk about some of the apprehensions of young American teenagers who are away from home for the first time. Their cultural differences, mannerisms, and attitudes are also discussed, so that the host parents are better prepared to deal with initial culture shock and the occasional problems that are sure to arise.

Each parent is assessed a portion of the projected costs for all of the expenses to be incurred during the students' visit, including transportation, guided tours, and other miscellaneous items. A few parents have even sponsored some of the activities themselves, assuming all costs for them. For example, the harbormaster of Hamburg, whose daughter participated in the first exchange between the two schools, has offered his official yacht to the exchange students on two different occasions. During a

more recent exchange, the parents of another host partner chartered a boat to take the American students and their German host partners for a canal cruise on the Alster River. The parents also hosted an evening party, held at one of the homes in the community, where students had the opportunity to sample a variety of German regional cooking and wines.

The parents' committee planned excursions to the medieval towns of Lüneburg, Bremen, and Lübeck. Students attended a luncheon at a military base near Lübeck, followed by a guided tour of the security installations separating East and West Germany. Parents took turns chaperoning the students on these excursions, together with the teachers of the host school and the visiting project leader.

Continued Interest and Involvement of Parents

Several host parents remain active in the parents' committee long after their children's participation in the exchange has ended. Some remain on the planning committee; others accommodate students in their homes when some special need arises or host the visiting project leader for the duration of the exchange.

VII. PREDEPARTURE ORIENTATION

The importance of orientation, or preparation, for an exchange program cannot be overemphasized. It is equally as important to provide the parents with useful information about the program as it is to prepare students to become enculturated in the new environment.

The predeparture orientation given to students is essential to the development of an awareness of cultural differences and facilitates adaptation to a new environment. Students must also become aware that while they are abroad they are expected to act as their country's goodwill ambassadors, as well as good representatives of their school, community, and family. Consequently, social etiquette, good manners, and responsible behavior are also stressed.

Project leaders (or whoever is responsible for the orientation) must know the factors that can affect a student's adjustment to a foreign culture. Since culture shock can greatly diminish the positive effects of an exchange, project leaders should be aware of, or sensitive to, the feelings of students. They should be able to help with problems of adjustment to a new environment and with any communication difficulties.

Awareness of Lifestyles and Cultural Differences

The orientation should focus on the lifestyles, customs, habits, and behavior patterns students will encounter in the home and in social situations, as well as in the school and the community. The importance of having an open mind about other people should definitely be emphasized.

Help can be provided by students who have participated in past exchanges, since they can answer questions that fall within the scope of their previous experiences. These can be questions regarding relationships with parents and partners, family unity and closeness, expected behavior of young people, food and eating habits, cultural interests and values, and viewpoints and attitudes.

Many of these questions cannot be answered simplistically because there are sociological and economic factors that affect the lifestyles and values of individual families. There are, however, certain generalizations that can be made to prepare students for what to expect and how to respond in various situations.

Adapting to Customs, Habits, and Social Behavior

Students are in a foreign country to learn about its culture and to adapt to it, rather than to imitate its ways. To be successful, they must become conscious of the forms of behavior in another culture, which ultimately leads to a better understanding of their own behavior and self-image.

With regard to common courtesies used every day, expressions and vocabulary should be taught that can be used in various situations. Priority should be given to basic and familiar terms that can be mastered and reinforced through repetition in a variety of contexts and in interaction with other people.

It may be useful to cite here a few examples of European etiquette. Handshaking, for instance, is always a gesture of courtesy and friendliness. Addressing people by their proper titles, such as Mr., Mrs., and Dr., is observed much more frequently in Germany than in the U.S. As several students remarked, "Germans are much more formal and show respect for one another. Adults do not call their neighbors and acquaintances by their first names, nor do they use the informal *du* form in expressing 'you,' even when they know someone real well." Students learn that all family members say *du* to each other, and that children are addressed by the informal *du* until mid-adolescence. Outside the family, *du* is usually reserved for intimate friends and close relatives.

Students learn that flowers are the most common expression of friendship and appreciation, and that a hostess customarily expects to receive them from a dinner guest or from an acquaintance invited to a traditional afternoon of coffee and pastries.

We emphasize the importance of always being punctual, since in Germany it is discourteous not to be on time for all occasions. In the case of dinner parties, for example, the guests usually arrive within ten minutes of each other, and they all leave together.

Food, Eating, and Dining Habits

American students learn that water is not a necessity at the table. They should expect to see wine served with meals, or fruit juice or mineral water for those who prefer it.

Students should also expect some differences in eating habits and foods served. Participants may be surprised by a breakfast that includes cheese, liverwurst, smoked eel or salmon, and baby shrimp with scrambled eggs. It is also important to be aware that Europeans eat more at a meal than most Americans. Exchange students should be warned that frequent snacking leaves them with little or no appetite at mealtime, and this often offends host mothers.

Holiday Observances

Since the students in our exchange program are in the foreign country during the spring holidays, we discuss with them holiday traditions that will be observed during their visit, namely, coloring Easter eggs, bonfires on Easter Eve, and a hunt for presents on Easter morning. We also talk about the customs for celebrating May Day, name days, birthdays, and confirmations.

Use of Leisure Time

Leisure time largely depends on the family's lifestyle and interests. While some families may have subscriptions to the opera, others may enjoy weekend drives to the country, Sunday afternoon walks in the park, family bicycle outings, and camping. Much leisure time is spent at home, where the family gets together to discuss the events of the day. Europeans are very interested in discussing social and political issues and are eager to hear the opinions of American students. Consequently, we recommend that our students be somewhat prepared to talk intelligently and judiciously about their country's position on world affairs.

Use of Target Language

Host parents in Germany are requested in advance to encourage the use of German in the home by all family members, thus giving exchange partners every opportunity to improve their oral proficiency and understanding. This is clearly emphasized at parent orientation meetings, because European parents, many of whom speak English, very often have a tendency to seek opportunities to practice their English with the guest partners.

Preview of the Community Setting

Students will also spend a considerable amount of time in the school and in the community. It is therefore important that they be given some idea of what the community setting and school look like. We show our students slides and movies of the town in which they will be living, emphasizing the homes of their German host families, the churches, the schools, the large shopping center, the bank and post office, and the outdoor and indoor recreation centers. They soon learn that the minimum age for driving is 18, which explains why hundreds of bicycles are parked in the school's bicycle parking lot, and why bicycle paths are built between the roads and the sidewalks. They see pictures of the interior of their host school, with students and teachers in action in an open campus-style school. In addition, they are introduced to the local subway station from which they

will be taking the train (*S-Bahn*) to the center of the city of Hamburg and to other suburbs connected by the system's transportation network.

The impact of familiarizing students with the overseas locale is quite noticeable. As soon as they arrive in Sasel, they are able to identify many of the places they were introduced to during orientation. They begin to feel at home and learn how to get around more rapidly than previous groups who did not have this predeparture experience.

As part of the process of acquainting students with the community setting, it is also important to teach them survival words and expressions that can be used or understood in most situations. To this end, a booklet has been prepared containing dialogues and expressions on how to:

- Purchase goods at a department store
- Buy tickets for transportation
- Ask for directions
- Get a camera repaired
- Change money at the bank
- Buy stamps at the post office
- Complain about personal discomfort
- Ask for medicine in a drugstore

Students should know the difference between a drugstore and a pharmacy. They should also be aware that the post office also provides telephone service for international calls, and that they should place calls to their parents there in order not to inconvenience their host families. Students should learn how to use this service and be able to make the connection with the help of telephone clerks at the post office.

Use of Alcohol and Drugs

The question of alcohol consumption often occurs, especially when Americans visit countries where there is no drinking age. Europeans customarily serve wine with some meals, so students should be expected to view this as just another cultural experience. However, parents should discuss the subject of alcoholic beverages with their children and give sensible advice on its use and abuse. The use of drugs should also be discussed, with a warning that students found using narcotics will be severely punished and dismissed from the exchange program.

Further Information about the Community and the Program

Project leaders should be prepared to answer parents' questions about the school and the town that are hosting their children, the socioeconomic level of the community, and the kind of

people who live there. The purpose of the exchange program should be fully explained to parents, particularly as regards the homestay, the school experience, special excursions, and other planned visits and sightseeing trips. In essence, parents of students participating in the exchange should know enough about the program to feel secure about their children's experience and to share in its enriching impact.

To take one example, at the Shoreham-Wading River School in New York State, parents are apprised of activities they can carry out to extend the learning experience at home. Parents are taught some basic elements of the foreign language to make them conscious of how language works. They also draw up a list of cultural activities that they feel students with limited linguistic skills will enjoy.[15]

A note of caution should be injected here. It is important that parents, as well as exchange students, understand that throughout their homestay abroad, foreign students are guests in other people's homes, in the school, and in the community. They are expected to abide by the rules of the host parents, and not to expect any extended privileges such as staying out late at night without permission, or planning weekend activities with newly acquired friends and acquaintances without first consulting their host family.

Financial Considerations and Costs

Parents obviously want to know how much the trip will cost. In Melrose this discussion takes place at the very first meeting, during which the local travel agent is asked to discuss the price of round-trip travel from Boston to Hamburg. This is the only basic cost for each student.

Many organizations, even those that claim to be non-profit, do include extra charges and fees for a school-related program with a homestay. Therefore, we recommend independent planning of a partnership program where no other financing by parents is required. Additional expenses incurred for this particular program are financed from the proceeds of the fund-raising activities in which both the parents and the students have been involved. In the case of the Melrose/Oberalster program, subsidies are also received from the Goethe Institute and the German Ministry of Education. The school activities fund also makes a contribution. The goal is that all qualified candidates will be able to participate in the exchange, and that no student will be deprived of this experience because of limited economic resources. In the event that a student from either of the partner schools cannot participate for economic reasons, mechanisms have been set up for the schools themselves to help that student.

Legal Documents

Passports and health insurance are also discussed at meetings with parents and students. In addition, the parent, the student participant, and the project leader who accompanies the group abroad must sign a legal document absolving the project leader or any other accompanying chaperone from responsibility beyond the scope of the exchange program. (See Appendix F.)

VIII. PUBLIC RELATIONS

Need for Informed Citizenry

It was indicated earlier that community involvement in exchange programs not only raises the consciousness of the public but also increases community support for and interest in foreign languages. Many international exchange programs are carried out by departments within schools, public or private, and do not involve external assistance in their planning except when there is a need for funds. This is hardly enough, especially when it is equally important to have an informed citizenry to help influence the attitudes of the many people who decide on the kind of education the community will supply.

Visibility through Press Coverage

All the activities of the Melrose/Oberalster Exchange Program have become widely visible through extensive press coverage in the local newspapers. Front-page articles and photographs appear quite frequently. We have established an excellent rapport with local publishers, editors, photographers, and freelance reporters. Members of the press regularly cover functions related to the exchange, visit the school during the period of the exchange, and conduct press conferences with visiting students and with local exchange students after they return from Germany.

An essential ingredient in a successful publicity campaign is the organization of events specifically designed to increase visibility. For example, a reception held on a Sunday afternoon with many local people present is an excellent occasion to publicize a school and community project. A series of press releases should precede the arrival of the exchange students, and the press should be encouraged to cover the entire period of the visit with pictures and articles. It is the project leader's responsibility to ensure that the schedule of events reaches reporters well in advance so that proper coverage is obtained. The project leader should also write numerous press releases and should arrange for a student photographer to take pictures for the newspapers just in case reporters cannot be present at all events. Particularly useful are pictures that show both foreign students and other members of the school and community in action. Most people enjoy this kind of publicity,

which serves not only to recognize their contributions to a significant school and community project but as an incentive to continue this level of involvement.

Especially valuable are activities that are personally rewarding. For example, to celebrate the fifth anniversary of the exchange between the partner schools, an inscribed commemorative plaque was presented to the headmaster of Gymnasium Oberalster in recognition of the friendship, mutual respect, and cultural understanding that have evolved through this partnership. The headmaster of the *Gymnasium*, with the assistance of the project leader, also awards certificates to the American students in recognition of their participation in the exchange and their achievement and progress in the German language and culture. (See Appendix G.) The awarding of certificates is followed by the traditional *Abschiedslied*, a farewell song sung in German.

Local Journalist Interviews Abroad

The impact the Melrose exchange program has had on the community is illustrated by the fact that a journalist from the local newspaper was sent to Germany during one of our previous exchanges to conduct interviews with students, teachers, and parents. He visited many of the homes where American students were staying, the school, and other sites in the community. As part of his tour, he went through a typical school day with the students and participated in a field trip. The insights he gained from his visit were incorporated into a series of articles citing the many benefits and advantages an international exchange program can offer young citizens.

Sharing One's Culture Publicly

Sharing one's culture publicly is a logical extension of public relations. Students must first begin to examine their own culture if they are to understand, compare, and contrast another culture intelligently. To this end, the Melrose students' final project on their last evening in Germany is to present (in German) to the parents, community, and students an orientation to Melrose, in which they explain the city's cultural, educational, medical, and governmental facilities. The students prepare the majority of this report before their trip abroad through an investigation of the operations of their community. Additional insights into American culture are provided through skits, dances, and musical selections. Similarly, German students end the first phase of the exchange program in Melrose by presenting a program in which they share their culture with American friends and partners.

IX. ASSESSMENT OF SCHOOL EXCHANGE PROGRAMS

A survey of recent literature in the field shows very little in the way of significant research quantifying the positive effects of study abroad. Carroll's research, however, does tell us that even a brief period spent abroad has a strong effect on a student's language skills and motivation.[16] An area yet to be explored is the measurement of the positive changes resulting from study abroad and the degree of improvement in language proficiency attributable to this experience.

Suggestions Regarding Program Evaluation

The New York State Department of Education has developed a manual to help language teachers, administrators, and school boards devise guidelines for study and travel abroad. A major section of this publication discusses many factors that should be considered in evaluating a program, including:

- Cross-cultural learning enrichment
- Attainment of academic objectives
- Selection and orientation of participants
- Curriculum and instructional techniques
- Staff leadership
- Impact on host community, schools, and families
- Sponsors, administration, and program finances
- Facilities and accommodations in the host community
- Community interest and support
- Ability to develop a satisfactory sponsor-school relationship[17]

The guidelines presented in this publication are basic, and schools venturing for the first time on a student exchange program are strongly urged to consult them.

Assessing Student Skills and Attitudes

In 1979, Grittner conducted an evaluation of a German-American partnership program under his direction between two high schools in Madison, Wisconsin, and the Neutorschule in Mainz, Germany. Certain tests and questionnaires were given before and after the visit to measure the impact of this program

on the American participants. In terms of the areas assessed, the results suggest the following:

- The program had a highly favorable impact upon the desire and ability of most students to express themselves with ease in German.
- Students showed more confidence in their ability to use the spoken language.
- Although the program included no formal instruction in reading, reading ability did improve. Apparently, total immersion in the culture of the target language for a four-week period improved the students' ability to infer meaning from context.
- The positive attitudes toward the German language, people, and culture that students had at the outset became even more marked at the end of the exchange program.[18]

Until the profession develops an instrument that will measure the success of a learning experience abroad, schools conducting international exchanges should set their own criteria and measure these before and after the experience. We should be able to assess noticeable improvement in the use of skills, positive attitudinal changes, and cross-cultural awareness after the students' experience abroad.

Evaluation of the Melrose Experience

Students in the Melrose/Oberalster Exchange Program are evaluated both by the teachers they work with at Gymnasium Oberalster and by their teacher of German at Melrose High School. Areas considered are: (1) ability to represent one's country, school, and community and tolerance for cultural differences encountered in the host country; (2) effort to use the target language and eagerness to participate in and contribute to oral discussion and dialogue; (3) growth and progress in oral and written expression and in reading and listening comprehension; and (4) quality of assigned cultural written project based on research and personal interviews with Germans.

Students receive points in the above categories that count toward their final grade in German for the year during which they participated in the exchange program. This serves as an incentive to students to get the most out of the experience, as well as confirming the seriousness and purpose of the program.

Observation and Performance

The success of an exchange program is determined by the extent to which pre-established goals are attained. Through observation and evaluation we have come to the conclusion that the Melrose/Oberalster Exchange Program provides the following:

- Increased facility in comprehension, greater confidence in the spoken language, and improved reading and writing skills
- A deeper insight into and appreciation of the customs, lifestyles, and values of the German people
- A clearer perception of the way the U.S. and its citizens are viewed by the German people
- A greater awareness of Germany's present position as a world power in business, industry, and technology
- Broader understanding of political, diplomatic, and economic relations between Germany and the U.S.
- Positive attitudinal changes toward cultural differences
- A stronger desire to continue study in the language, to want to know more about the culture, and to encourage others to study German
- Personal growth in self-esteem and better understanding of oneself and one's own culture

X. REVIEW OF EXISTING PROGRAMS

Often when schools consider the possibility of organizing exchange programs with schools in foreign countries, they have a tendency to hesitate (1) because they do not know where to begin or (2) because the work involved seems like an awesome undertaking. The intent of this study was to present a model of a structured program in progress, with a view toward providing practical ideas that would help other high schools in developing short-term foreign exchange programs. In this chapter, we will go a step further by briefly discussing other programs that are successfully offering students meaningful and enriching language and cultural experiences.

French Total Immersion Program in France

There are, of course, other types of successful exchange programs in this country—programs that unfortunately have not been described in the literature. For instance, the Burlington, Vermont, "total immersion" program in French is an effective ongoing exchange between an American high school and a *lycée* in Bergerac, in the Périgord region of France. The program in itself is unique, because the overseas experience is an outgrowth of a whole semester of total immersion in French at Burlington High School.[19]

Students participate in the immersion program during the second semester of each school year, spending approximately five hours each day studying such subjects as French civilization, history, geography, conversation, grammar, and composition. To be eligible, students must have a minimum of three years of French, although four or five years is more common. Courses are taught by a teacher who is highly competent and proficient in the language, literature, and culture of France.

Free periods (in the morning before the immersion begins and at noon) are also provided during which students may elect only one or two other subjects, namely, mathematics and science. Because the immersion program offers instruction that strengthens their language and literature skills, students are not required to take English during the immersion semester.

At the end of the semester, the teacher accompanies the students to France, where they spend three weeks at the *lycée* in Bergerac and live in the homes of partners previously hosted in Burlington. Because of the daily immersion experience preceding

their arrival in France, the American students manage at least as well with the French language in the home and at school as their French counterparts, whose fluency in English is attributable to the number of years of exposure they have had to the language. At the *lycée*, the Burlington teacher-in-charge continues to conduct classes for the immersion students, schedules them for other classes at the *lycée*, and supervises their activities. Since the American students arrive in France already fluent in the language and fully able to follow instruction in French, they are allowed to choose any courses that interest them, which has the added benefit of total integration with the French students.

A reverse program, with a few variations, is offered to the Bergerac students, who come to Burlington during the first semester of the academic year. As part of the requirements of a subsidy from the French government, French students are accompanied by subject teachers in certain major disciplines to avoid interruption of their studies. During their four-week stay in Burlington, the students spend the morning integrated in regularly scheduled classes. While required to take English, they are free to choose other electives such as computer science, mathematics, another foreign language, music, physical education, child care, and jewelry making.

In the afternoons, they are taught mathematics, science, French, and classics by their accompanying French faculty. What is unique about this procedure is that by attending some of these afternoon sessions scheduled for the French students, the American students in the high school (even those who will not go to France) get a chance to see a typical French *lycée* classroom in action.

In addition to required instruction and attendance at regularly scheduled classes, the French students must prepare a speech in English that they present to classes throughout the school. Topics include women's rights, the current government, the school system, contemporary music of interest to teenagers, dating customs, and use of leisure time. The titles of the speeches are distributed to the entire Burlington faculty, who make selections from the list and invite the French students to speak in their classes. (The Burlington immersion students are required to do the same thing in France, usually choosing just about the same topics, as well as special topics such as Vermont culture and the preparation of maple sugar.)

As in the case of the Burlington students in France, the French students are taken on day and weekend excursions. Arrangements are made with other schools in nearby Montreal or in the Greater Boston area for the foreign students to participate in a weekend homestay or to spend a day as guests in the local schools. This experience has generated interest in other communities to explore the possibility of organizing their own exchange programs.[20]

Task-Oriented Survival Program

Another interesting program, designed for eighth grade students, is the "learning through survival approach" for students of French at Shoreham-Wading (N.Y.) Middle School. The exchange, which takes place with Quebec City, is preceded by a task-oriented program where students discuss situations in which they will need to function in a foreign country, using vocabulary and structures necessary to perform these tasks. The intent of this program is to provide a task-oriented experience allowing the student to survive in the foreign country using only the foreign language. Travers claims that structure must be built into the program to allow this to happen, as well as to hold students accountable.[21]

Among the situations identified are the following: going through customs, changing money, going up to a stranger and asking directions, buying food in a market, purchasing articles in a store, finding out the time and place a sporting or cultural event will take place, visiting the local tourist office to inquire what the city has to offer, ordering food in a restaurant, using common greetings, asking to help in the home, conversing at the dinner table, and surviving in social situations. Through role playing and simulations in the classroom, students learn and use vocabulary and structures intensively.

When the students arrive in Quebec, they wear an identity card with their picture on it. Anyone reading the card is requested to speak to the bearer in French only. During their visit in Quebec, students are divided into different groups each day as they go around town, armed with their cards and participating in the various survival activities listed above. Travers explains that as a result of all these activities, students interact with people, do specific things, and return with specific information. Such activities hold students accountable for the application of their learning. Through their activities, students who have completed only one year of language study prior to this experience nonetheless feel secure and comfortable in initiating other conversational topics with their families and friends in Quebec.[22]

Adaptability to Other Students

The two ongoing programs discussed above show what can be done with students from the middle or junior high school level through high school. The Melrose/Oberalster model and the other programs described in this section all contain a variety of aspects that can be adapted to other situations. Readers will decide which of these are adaptable to their existing situations, perhaps finding ideas to help strengthen an existing program or for developing a new short-term high school exchange in their own community.

Since school organization varies considerably from country to country, a careful study of the system in the country targeted for the exchange (Russia, Japan, Mexico, Belgium, etc.) must first be made in order to determine what kind of program will be feasible and acceptable by both partners in the exchange. Caution must be exercised in adapting in its entirety any program described, especially if it is to be transferred to another setting in a different country. The following aspects should be retained, however, even if in a modified form:

- Predeparture orientation and study period
- Parent and community involvement
- Family homestay
- Immersion institute
- Individual student project requiring interaction with native speakers

These are basic ingredients that can be incorporated into any meaningful exchange program.

Alternative Programs

School systems that are not ready for an exchange program, or are having difficulty finding overseas schools with which they can form relationships, may want to explore other possibilities for intercultural exchanges. There are various reputable agencies, such as the Experiment in International Living and the American Field Service, which offer alternatives for individual exchanges, homestay, partnerships, summer abroad, and year abroad experiences. (See Appendix H.)

Another alternative to international school and homestay programs is the summer camp. Attaching language learning to a camping experience allows campers to speak the language and to live another culture. The Concordia College Village Camps in Minnesota are, perhaps, best known for their extensive language instruction. Though language camps take many forms, their basic purpose is to provide knowledge about foreign people, their language, and their customs, primarily through instruction by and interaction with native speakers.

Weekend immersion programs on campuses have also become worthwhile and accessible experiences for high school students. They are usually sponsored by individual schools and are supervised by teachers during a particular academic year. Immersion experiences like these offer the best alternative for students who cannot participate in an international exchange program, and are viewed by such students as valuable adjuncts to their foreign language training.[23]

XI. CONCLUSION

Foreign language learning in this country certainly can be strengthened by providing more intercultural exchange programs for high school students. Since long- and short-term school exchange programs can lead to greater language mastery and more highly developed cultural understanding, exchange programs should be made available on a much wider basis. Properly organized and supervised programs should include selected language and cultural components. Language immersion centers within the U.S., staffed by competent native speakers and Americans fluent in the language and familiar with the culture, can serve as alternatives for students unable to participate in foreign exchange programs abroad.

Whatever the form of the program, its execution should be facilitated by the provision of matching funds or other kinds of subsidies. Defraying costs in this manner would definitely encourage further secondary school participation in international exchange. Federal support should be expanded to facilitate international exchange at the high school level as a means of improving foreign language teaching and learning.

Language is both central to human experience and the medium through which we define the world around us. If this country wishes to maintain its position as a world power and leader, it must broaden its base of linguistic competence and enlarge its awareness of cultural differences. This emphasis would lead to a better understanding of the political, intellectual, and social behavior of people of other nations, and would contribute to the peaceful coexistence of nations in our increasingly diverse world.

APPENDIX A

CONGRESSIONAL RESOLUTION ON LANGUAGE STUDY PASSED*

Final text of House Concurrent Resolution 301 (96th Cong., 2nd sess.), approved by the U.S. House of Representatives on 17 November 1980 and by the U.S. Senate on 8 December. The resolution expresses the sense of the Congress in favor of entrance requirements for the study of foreign languages and cultures and 'the addition of proficiency in a foreign language and work in international studies as requirements for college graduation.'

Expressing the sense of the Congress that there is a need to strengthen course offerings and requirements in foreign language studies and international studies in the Nation's schools, colleges, and universities.

Whereas a knowledge of other languages and cultures is necessary to keep American business competitive in world trade;

Whereas the continued effectiveness of American foreign policy depends upon diplomatic and intelligence-gathering efforts which are based upon a sound knowledge of the world;

Whereas in our democratic society it is essential for the general public to understand world events so that official policies will reflect the concerns and interests of the American people;

Whereas a knowledge of foreign languages and cultures can help to improve mutual understanding among different ethnic groups and cultures within American society;

Whereas the past decade saw an alarming decline in the study of foreign languages and international issues in the Nation's schools, colleges, and universities, despite the growing importance of these subjects to the welfare of our Nation and our people;

Whereas the Federal Government has not and should not seek to establish education curriculum, but on occasion has urged that certain national needs be dealt with at the State and local level; and

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*Reproduced from the *Association of Departments of Foreign Languages Bulletin* 12 (March, 1981): page 3.

Whereas the President's Commission on Foreign Language and International Studies has recommended that greater emphasis needs to be placed on the study of these subjects: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That it is the sense of the Congress that local educational agencies and institutions of higher education should consider strengthening the study of foreign languages and cultures through appropriate actions, including the following: the gradual establishment of requirements for the study of foreign languages and cultures for entrance to postsecondary institutions; the addition of proficiency in a foreign language and work in international studies as requirements for college graduation; the improvement of international studies in the curriculum at all levels of education; the encouragement of international exchange programs; the offering of a wider variety of languages at the secondary school level; and the placing of greater emphasis on the teaching of foreign languages and cultures for elementary schoolchildren.

APPENDIX B

First Week
October 5-9, 1981

GERMAN-AMERICAN PARTNERSHIP PROGRAM
MELROSE INSTITUTE

Resource Center
The High School

Bl.	MONDAY (5)	TUESDAY (6)	WEDNESDAY (7)	THURSDAY (8)	FRIDAY (9)
A	Day 6	Day 1	Day 2	Day 3	Day 4
	ORIENTATION Dr. Dragonas Mr. Croston	INTRODUCTION TO AMERICAN SPEECH AND DEBATE Mr. Frank	THE AMERICAN SHORT STORY AND WRITING Dr. Kenda	Mr. Frank	Dr. Kenda
B	TOUR OF MHS	Frau Brückner*	Frau Brückner	Frau Brückner	Frau Brückner
C	VISIT CLASSES WITH HOST PARTNERS		MUNICIPAL AND LOCAL GOVERNMENT Mayor Milano		
D		CHANGING ROLES IN AMERICAN SOCIETY Ms. Lally		Ms. Lally	THE AMERICAN SOCIAL STRUCTURE Mr. Hodgkins
E	LUNCH				
F		EXCURSION	THE POETRY OF ROBERT FROST AND AMERICAN FOLK MUSIC Mr. Morse	THE JUVENILE COURTS Mr. R. Brown	
G			INTRODUCTION TO AMERICAN SPORTS Mr. Bean Ms. Johnston		Mr. Bean Ms. Johnston

*All teachers and resource persons, except Frau Brückner from Hamburg, are from Melrose.

Second Week
October 13-16, 1981

INSTITUTE

Resource Center
The High School

Bl.	MONDAY (12)	TUESDAY (13)	WEDNESDAY (14)	THURSDAY (15)	FRIDAY (16)
	Holiday	Day 5	Day 6	Day 1	Day 2
A		THE SHORT STORY Dr. Kenda	EXCURSION	Dr. Kenda	Frau Brückner
B		Frau Brückner		Frau Brückner	Frau Brückner
C		SPEECH Mr. Frank		Mr. Frank	
D		SOCIAL ROLES Ms. Lally		Ms. Lally	SOCIAL STRUCTURE Mr. Hodgkins
E	LUNCH				
F		AMERICAN POETRY Mr. Morse		OVERVIEW OF THE JUSTICE SYSTEM Mr. R. Brown	AMERICAN SPORTS Mr. Bean Ms. Johnston

Third Week
October 19-23, 1981

INSTITUTE

Resource Center
The High School

Bl.	MONDAY (19)	TUESDAY (20)	WEDNESDAY (21)	THURSDAY (22)	FRIDAY (23)
	Day 3	Day 4	Day 5	Day 6	Day 1
A	Frau Brückner	THE SHORT STORY Dr. Kenda	EXCURSION	Dr. Kenda	AMERICAN DEBATE Mr. Frank
B	VICTORIAN MELROSE Ms. Donaldson	Frau Brückner		Frau Brückner	Frau Brückner
C	Mr. Frank	MUNICIPAL GOVERNMENT Mayor Milano			
D		SOCIAL ROLES Ms. Lally		Ms. Lally	SOCIAL STRUCTURE Mr. Hodgkins
E	LUNCH				
F	SPORTS Ms. Johnston Mr. Bean	FOLK MUSIC Mr. Morse		CONSTITUTIONAL RIGHTS OF JUVENILES Mr. R. Brown	Ms. Johnston Mr. Bean
G					

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Fourth Week
October 26-30, 1981

INSTITUTE

Resource Center
The High School

Bl.	MONDAY (26)	TUESDAY (27)	WEDNESDAY (28)	THURSDAY (29)	FRIDAY (30)
	Day 2	Day 3	Day 4	Day 5	Day 6
A	Frau Brückner	Mr. Frank	EXCURSION	Mr. Frank	Frau Brückner
B	Frau Brückner	Frau Brückner		Frau Brückner	Frau Brückner
C	THE MELROSE PUBLIC SCHOOLS: DISCUSSION Dr. Quinn, Superintendent	PRESS CONFERENCE *Melrose Evening News*		PRESS CONFERENCE *Melrose Free Press*	PREPARATION FOR HAMBURG NIGHT
D	Mr. Hodgkins	Ms. Lally		Ms. Lally	
E	LUNCH				
F		Mr. Morse		THE MASS. COURT SYSTEM Mr. R. Brown	
G	Mr. Bean Ms. Johnston				

APPENDIX C

GERMAN-AMERICAN PARTNERSHIP PROGRAM

Melrose/Oberalster 1982

Post-Exchange Questionnaire

In order to evaluate some of your experiences in the exchange program and to help us improve future programs, please complete this questionnaire carefully.

Part I — The Family

Use the number code accordingly: 1 - Yes 2 - No — Number

1. Do you believe that living with a German family gives you a real picture of the values, customs, viewpoints and habits of the people? _____
2. Did you find that the family is a closer-knit circle than in the United States? _____
3. Are German teenagers more dependent on their parents than you are? _____
4. Do German teenagers have more freedom than you do in making personal decisions? _____
5. Do you believe that their parents allow them to assume more responsibility? _____
6. Do you believe that Germans are better disciplined, more organized and more concerned about being punctual than Americans? _____
7. Did you use the German language enough in the home so that you believe you are more fluent and have acquired greater confidence in speaking? _____

8. Do you believe that the German family is class conscious, materialistic and concerned with social and professional status as measures of success? _____

9. Do you find that the German parents are quite concerned about the progress of their children in school, placing a higher value on education than that of the American family? _____

10. Did you find that the T.V. set was as much a part of the German way of life as it is part of the American daily routine? _____

Part II The Institute

1. Were the courses and seminars geared to your level of speaking and understanding? _____

2. Was there enough variety in the course work to give you a strong basis for understanding the life and culture of the country? _____

3. Did the class discussions and assignments help:
   a. to improve your writing skills? _____
   b. to use newly acquired vocabulary in a variety of contexts? _____
   c. to follow instructions in the target language? _____
   d. to gain greater insight, knowledge and information about the history, literature and current issues? _____
   e. to develop greater confidence in speaking? _____

4. Would you agree that you gained more through your experience in the institute than being totally integrated with your partners, attending classes with them each day? _____

5. Do you feel that German students are more interested in discussing politics and current issues than are Americans of the same age? _____

6. Would you agree that German students read more and are better informed than American students? _____

7. Would you agree that on a whole, education standards are higher and the demands placed on German students are greater in relation to what is expected of them by their teachers? _____

8. Did you find the orientation on Berlin to be helpful in preparing you for your experience there? _____

9. Did you find that keeping a "Tagebuch" in the target language increased your vocabulary, forced you to learn new things and to better express yourself in writing? _____

10. Did you find that keeping a vocabulary list of five new words each day helped to build your word power by trying to use these words in various situations? _____

Part III Visits and Excursions

It is assumed that all the visits and excursions were both enjoyable and rewarding experiences. If, however, conditions were such that one of these experiences were to be eliminated, which one would you choose to drop? Please check *one*.

1. Visit to Hamburg Rathaus _____
2. Alster Kanalfahrt _____
3. Excursion to Lübeck and Ratzeburg _____
4. Visit to NDR Radio Station _____
5. Excursion to Berlin _____
6. Excursion to Bremen _____
7. Walking tour of Hamburg _____
8. Visit to Lüneburg _____

Part IV

Please complete information requested using the number code which best describes your experience.

1 - Very Much 2 - Enough 3 - Not Enough

To what degree did you find your experience in Germany to be helpful in the following areas:

1. Greater understanding and appreciation of the German way of life. _____
2. Tolerance of other people's viewpoints and opinions. _____
3. A liking for German foods. _____

4. A difference in social behavior. _____

5. A greater feeling and sense of identity with the German people. _____

6. A desire to know more about the Germans, their country and traditions. _____

7. Ability to understand, speak, read and write better than you did before this experience. _____

8. Ability to write letters in German. _____

9. Greater ease in reading a newspaper, magazine and a book of moderate difficulty. _____

10. Ability to write a better composition. _____

11. Ability to communicate with a clerk in a shop. _____

12. Ability to seek information at the travel agency, train station, or ask directions. _____

13. Ability to order a meal in a restaurant. _____

14. Ability to communicate with a physician, dentist or druggist. _____

15. Strong desire to continue to study German. _____

Part V

The following questions are to be answered as completely as possible. This information will help us assess the program and make future changes where necessary. Feel free to comment on the positive and negative aspects as seen through your own personal experience.

1. Life with the German family.

2. School program "The Institute." What was your most significant learning experience?

3. Excursion to Berlin.

4. Other planned excursions.

5. Best aspects of the program.

6. Suggestions for improvement.

APPENDIX D

GERMAN-AMERICAN PARTNERSHIP PROGRAM

Melrose High School Application

Name _____

Address _____

_____

Age _____ Birth date _____

Father's name _____

Father's occupation _____

Mother's name _____

Mother's occupation _____

Brothers and sisters at home and their ages _____

_____

Do you have a spare room for your guest student? _____

If not, with whom would your guest share a room? _____

NOTE: It is not required to provide the guest with a separate room, but a bed of his/her own is a necessity.

Special Interests:

Sports _____

Music _____

Hobbies _____

Do you plan to continue the study of German through high school? _____

Attach a statement explaining what you expect to gain from this experience.

_____
Signature of participant

_____
Signature of parent(s)

_____

APPENDIX E

GERMAN-AMERICAN PARTNERSHIP PROGRAM

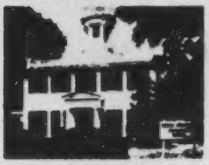
CALENDAR OF EVENTS

GYMNASIUM OBERALSTER/MELROSE HIGH SCHOOL INTERNATIONAL EXCHANGE PROGRAM

		1 ARRIVAL Logan Airport 7:58 P.M.	2	3 RECEPTION 2nd Floor Lobby-High School 4-6 P.M.	4	5
6	7 BOSTON: Walking Tour Lv. MHS 12:noon Meet: Oak Grove 12:30 P.M.	8	9 COOKOUT: Mt. Hood Country Club 5-8 P.M.	10	11	12
13	14 (HOLIDAY)	15	16	17	18 SWIMMING PARTY: YMCA Pool 7:45-8:45 P.M.	19
20	21 LEXINGTON/ CONCORD Lv. 2:30 P.M.	22 NORTH SHORE: Lunch, Tour Gen'l Electric Visit: Salem/Rockport Lv. 8:30 A.M.	23 SCIENCE MUSEUM; CHRISTIAN SCIENCE PUBLISHING HOUSE; STATE HOUSE GOVERNOR KING 2:15 P.M.	24	25 STURBRIDGE VILLAGE Excursion 8:30 A.M.- 4:30 P.M.	26
27	28	29 HAMBURG NIGHT: Melrose High School Cafetorium 7-9 P.M.	30	31 DEPARTURE		

APPENDIX F

MELROSE PUBLIC SCHOOLS
DEPARTMENT OF FOREIGN LANGUAGES
LYNN FELLS PARKWAY
MELROSE, MASSACHUSETTS 02176
AREA CODE 617-665-3000



PHYLLIS J. DRAGONAS, Ph.D.
DIRECTOR

Statement of Legal Authority and Responsibility

Permission is hereby given by the undersigned for Melrose High School student _____ to take part in the 19 Exchange Program in Germany, scheduled for _____ in the Melrose-Hamburg German American Partnership Program.

In consideration of that student's being included in that Program and trip, which is hereby acknowledged as valuable consideration in relation to these agreements, we expressly agree that:

a. any and all duties and accountabilities of _____ in connection with that Program and trip are those of respective professional arrangements with the Melrose Public Schools and not otherwise or with anyone else, and is not expected to be more than of a professional instructional nature or to involve supervision which is not customary in furnishing services of that nature;

b. _____ shall not be held responsible for, and will instead be held harmless in respect of:

1) any and all claims and/or actions for acts of negligence or intentional or other wrongs, including those associated with accused uses of drugs, on the part of that student, and

2) any loss, injury or harm of any kind which that student may suffer, whether resulting from that student's negligence or those of anyone else, in connection with that Program and trip;

c. in the event of illness or of injury to that student in connection with that Program and trip, _____ is granted full authority to take whatever action may be willing and able to provide and may believe to be warranted with regard to related health, safety and medical care, and, to the fullest extent possible. _____ shall not be held responsible for or shall have any liability whatsoever for any expense, damage or injury of any kind resulting from or involving such action, whether incurred or caused by _____ or other participants or by any others; and

d. _____ is held harmless, and shall not have any action or proceeding of any kind instituted against her by or on behalf or any interest of any of all of us, and that agreement shall provide a full defense in respect of any such action or proceeding of any kind, in respect of any and all claims, demands, causes and the like which may at any time hereafter be asserted in any connection with that Program and trip.

_____ (seal) _____ 1983
signature of parent or guardian date

_____ _____
signature of M.H.S. Student Projectleader Seal

APPENDIX G

GYMNASIUM OBERALSTER

NEUSPRACHL. UND MATH.-NATURW. GYMNASIUM FÜR JUNGEN UND MÄDCHEN

CERTIFICATE

G.-Z.
(Bei Beantwortung bitte angeben)

Hamburg,
Fernsprecher 601 99 08

Gymnasium Oberalster · 2 Hamburg 65, Alsterredder 26

Hiermit bestätigen wir, daß

an dem Schüleraustausch zwischen dem

GYMNASIUM OBERALSTER und der MELROSE SENIOR HIGH SCHOOL

vom 7. April bis 5. Mai 19 82 teilgenommen hat.

Während des Aufenthalts in Hamburg hat er / sie folgende Kurse besucht:

"Deutsche Sprache, Gesellschaft und Kultur"
"Deutsch als Fremdsprache".

Darüber hinaus hat er / sie im Fachunterricht der 10. Klasse und der Vorstufe hospitiert bzw. mitgearbeitet.

Hamburg, den 3. Mai 19 82

Gymnasium Oberalster
Alsterredder 26, 2000 Hamburg 65
Fernsprecher: 6 01 99 08
Kennzahl: 323/5850

Director of
Foreign Languages

Projektleiter

Schulleiter

APPENDIX H

NAMES AND ADDRESSES OF HIGH SCHOOL STUDENT EXCHANGE AGENCIES

American Field Service
313 East 43rd St.
New York, NY 10017

E. F. Institute for Cultural Exchange, Inc.
102 Greenwich Ave.
Greenwich, CT 06830

Franco-American Committee for Educational Travel
683 Fifth Ave.
New York, NY 10022

German American Partnership Program
Goethe House
1014 Fifth Ave.
New York, NY 10028

Ibero-American Cultural Exchange Program
13920 93rd Ave., N.E.
Kirkland, WA 98033

School Exchange Service
215 East 42nd St.
New York, NY 10017

The Experiment in International Living
Kipling Rd.
Brattleboro, VT 05301

Youth for Understanding
3501 Newark St., N.W.
Washington, DC 20016

APPENDIX I

CRITERIA FOR TEENAGER EXCHANGE VISITOR PROGRAMS

International Communication Agency

These criteria govern the designation and monitoring by the Department of State of Exchange Visitor Programs that are designed to give foreign teenager students an opportunity to spend from six months to a year studying at a U.S. high school or other educational institution.

The student is placed by the exchange visitor sponsor with a U.S. family that serves as the host family during the period of sponsorship. The primary purpose of these programs is to improve the foreign student's knowledge of American culture and language through active participation in family, school and community life. A secondary purpose is to improve American knowledge of a foreign culture and to contribute to international understanding through personal experiences in schools and communities throughout the United States.

1.0 Eligibility for Sponsorship

1.1 Only nonprofit organizations and institutions that have received tax-exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code will be designated as exchange visitor sponsors for teenager programs.

2.0 Selection

2.1 The designated sponsor must assume responsibility for the selection of students to participate in these programs. Employment or travel agencies either in the United States or abroad shall not be used under any circumstances for the recruitment of foreign students.

2.2 Selection will be limited to secondary school students or recent graduates between the ages of 15 and 19 who have a sufficient knowledge of English to enable them to function in an English-speaking environment. Students should be screened for

demonstrated maturity and ability to get maximum benefit from these programs.

3.0 Agreements

3.1 All provisions of the agreements between students, their parents, and sponsors must be written if possible in both English and the students' native language. The terms of such agreements must be specific, stating clearly the total cost of the program, refund policies, and program rules and regulations. The sponsors are responsible for assuring that these terms are fully understood by students and parents.

4.0 Orientation

4.1 Orientation, both predeparture and upon arrival in the United States, must be provided to all students. The orientation should be designed to give the students basic information about the United States, its people, and family and school life. Students should be fully informed of the nature of the program in which they are participating. Sponsors are encouraged to include returnees in predeparture orientation sessions.

4.2 Orientation must also be provided to host families in advance of the students' arrival. Each host family should be well briefed on family and school life, customs, religion, and mores in its exchange student's native country. Each family should also be apprised of potential problems in hosting an exchange student and provided with suggestions on how to cope with those problems.

4.3 Students must be provided with an identification card that includes (1) the name and telephone number of an official of the sponsoring organization, (2) the name and number of the exchange visitor program, and (3) the address and telephone number of the Facilitative Services Staff, Bureau of Educational and Cultural Affairs, Department of State.

4.4 In addition, students and host families must be provided with a copy of the "Criteria for Exchange Visitor Teenager Programs."

5.0 Health, Accident, and Liability Insurance

5.1 The sponsor is responsible for ensuring that every student selected to participate in the program has appropriate medical coverage. Minimum acceptable coverage must include (1) basic medical/accident (per injury or illness), (2) preparation and transportation of remains to home country and dismemberment coverage.

5.2 Coverage may be provided in any of the following ways, with the Department informed of the sponsor's choice:

1. By health and accident coverage arranged for by the student.

2. By health and accident insurance coverage arranged for by the sponsor.

3. By the sponsor's assuming all financial responsibilities for a student's illnesses and accidents from the time the student leaves his/her home country until he/she returns home.

6.0 Geographical Distribution

6.1 Sponsors must develop plans to ensure that groups of students, especially those of the same nationality, are not clustered. Every effort must be made to have the students widely dispersed throughout the country. No more than four foreign students and no more than two of the same nationality may be placed in one high school by a sponsor.

7.0 Placement of Students in U.S. Schools

7.1 No organization sponsoring this type of exchange program shall place a student in a secondary school without first notifying the principal or superintendent or school board and obtaining approval for the admission of the student. Sponsors must make clear arrangements with school authorities regarding any tuition payments or waivers of tuition.

7.2 Placement of the student in a secondary school should be arranged at least five weeks in advance of the student's departure from the student's native country. In any event, such placement *must* be made before the student's arrival in the United States.

8.0 Placement of Students in U.S. Host Families

8.1 The designated program sponsor is responsible for the selection of the American host family. A program sponsor's representative must personally interview and visit the home of each host family before that family is permitted to receive an exchange student. Telephone interviews are not sufficient. Employment agencies shall not be used, under any circumstances, for the placement of exchange students.

8.2 The student shall not be asked to perform the duties of a household domestic under any circumstances. However, students should be made aware that they may be asked to assist with some of the normal daily chores (keeping their rooms neat, helping with the dishes) that all of the members of the household must do.

8.3 The American host family should have at home during non-school hours at least one family member, preferably a teenager, to assure the exchange student of some companionship.

8.4 Sponsors must make every effort to assure that a student is placed with the family that promises the greatest compatibility for the student. Such arrangements should be made well in advance so that the students and their hosts have ample time for correspondence before the students leave their home countries.

8.5 Sponsors should notify students of their home placement at least five weeks prior to their departure for the United States.

8.6 A host family should be given the background data and arrival information about the student at least five weeks prior to the student's arrival in the United States.

8.7 Home placement *must* be made before the student's arrival in the United States. Noncompliance with this requirement can result in immediate suspension or revocation of exchange visitor program designation.

9.0 Supervision

9.1 The sponsor must assume the responsibility of resolving problems, including, if necessary, the changing of host families and the early return home of the exchange student because of personal or family difficulties.

9.2 Sponsors must contact students and their host families periodically throughout their exchange visit to ensure that problems are dealt with promptly and effectively. These periodic contacts should include personal meetings with students.

9.3 The sponsor must provide the host family with a copy of the identification card furnished each student (see 4.3) as well as with the names, addresses, and telephone numbers of both local and national officials of the sponsoring organization who can be contacted at any time in case of an emergency or other problems.

9.4 Sponsors must solicit written evaluations of the exchange program from students and host families at the termination of the exchange visit. Student evaluations should include discussion of host families, host schools, area representatives of sponsors, orientation programs, and suggested improvements. Host family evaluations should include discussion of exchange students, area representatives, orientation programs, and suggested improvements.

10.0 Employment

10.1 Students in the teenager program are not permitted to accept full-time employment during their stay in the United States. However, noncompetitive small jobs, not to exceed 10 hours per week, such as tutoring, grass cutting, baby or people sitting, newspaper delivery, etc. will be allowed.

11.0 Financial Responsibility

11.1 A sponsor must guarantee return transportation for students in the event of a default by their organization. This may be done by the purchase of round trip charter tickets, the purchase of round trip tickets on regularly scheduled flights, or a combination of the two. Alternatively, a sponsor may arrange a surety bond or surety trust agreement with a bank to ensure return transportation.

11.2 Sponsors are required to have available for review by the Department of State an audited financial statement of their operations. The financial statement should include an itemized list of the salaries of the officers of the organization.

12.0 Reports

12.1 Sponsors will furnish the Department of State with an annual report on their programs at the end of each year. A questionnaire will be sent to sponsors each year to assist them in preparing the report.

13.0 Suspension or Revocation of Exchange Visitor Program Designation

13.1 Sponsors who are found to be in violation of the above criteria are subject to having program designations suspended or revoked in accordance with Section 63.16 of the Regulations Governing Designated Exchange Visitor Programs.

APPENDIX J

THE PRESIDENT'S
INTERNATIONAL YOUTH EXCHANGE
INITIATIVE

NEWS RELEASE

USIA DIRECTOR ANNOUNCES PRESIDENT'S
COUNCIL ON YOUTH EXCHANGE

Washington, D.C., November 17, 1982--In an address to the National Press Club November 17 in Washington, D.C., U.S. Information Agency (USIA) Director Charles Z. Wick announced the formation of a private sector council to help carry out President Reagan's proposal for expanded youth exchange between the United States, Canada, France, Germany, Great Britain, Italy and Japan.

The President's Council for International Youth Exchange will be made up of U.S. leaders in business, industry and education who will work to raise funds and publicize the exchange effort around the United States. Coy Eklund, Chairman and Chief Executive Officer of the Equitable Life Assurance Society, is serving as Chairman of the Council. Ralph Davidson, Chairman of Time, Inc., and Robert Kirby, Chairman-Chief Executive Officer of the Westinghouse Corporation, are Vice-Chairmen.

Last May President Reagan proposed that the exchange of high school age youth between the United States and the six other Versailles Summit countries be greatly increased, and later be expanded to include other parts of the world. His action reflected his belief that exchanges of young people are perhaps the best long-range means to ensure close relations and mutual understanding among peoples.

The President called for the active involvement of the private sector in helping to fund and carry out his Youth Exchange Initiative. He asked USIA Director Charles Wick to oversee the effort.

At the Versailles Summit last June, leaders of the six other participating nations joined in the Initiative with President Reagan. Since then the seven countries have been working together to expand the exchange of young people beginning next summer.

Prime Minister Spadolini of Italy said recently of the new exchange effort: "I found myself particularly in agreement with President Reagan's special hope for the development of exchanges involving young people. We believe that the meeting of the best of European culture and American political culture can result in the better working of our respective democracies in the future, and hence new hope for peace in today's troubled and uncertain international situation."

Cultural and educational ministers from the seven Versailles Summit countries will meet in Williamsburg, Virginia, in late January to discuss the status of their efforts and the progress to date.

Meanwhile, the Charles F. Kettering Foundation of Dayton, Ohio, with support from USIA, will be working with leaders from 19 key communities around the United States to develop plans to support the President's Initiative. Steering committees have been formed in these communities to interest more young Americans in going abroad and to enlist more American families to host overseas youth.

These pilot cities are: Albuquerque, Atlanta, Baltimore, Melrose (Massachusetts), Charlotte, Chicago, Cleveland, Denver, Houston, Lincoln, Little Rock, Minneapolis, San Francisco, San Diego, Salt Lake City, Seattle, Salem (Oregon), St. Louis and Tulsa.

For more information about local international exchange programs, individuals may write to: _____

_____.

No new national apparatus has been set up to administer the President's Initiative; instead, established exchange organizations will expand their operations to meet the new exchange goals.

The President's Initiative will offer varied emphases, for example: academic, agriculture, labor, music or sports. Homestays with families in the host country will be encouraged. Exchanges may be designed for periods of several weeks up to a year.

APPENDIX K

PRESIDENT'S INTERNATIONAL YOUTH EXCHANGE INITIATIVE: COMMUNITY INFRASTRUCTURE PROJECT DESCRIPTION

In order for the President's International Youth Exchange Initiative to be effective, viable community infrastructures must be in place to handle the sharply increased number of exchangees anticipated. The Charles F. Kettering Foundation in cooperation with the Consortium for International Citizen Exchange and the United States Information Agency is conducting a project with 12 model cities to put that infrastructure in place. The project will result in the publishing of "how to" materials that can be adapted for use by any community wishing to participate in the President's Initiative.

Project Goals:

- Encourage multiorganizational cooperation at the community level
- Increase the visibility of exchange organizations both locally and nationally
- Increase community level support to exchange organizations
- Increase the numbers of volunteers and host families available

The project will be composed of the following steps:

1. In each selected community, a key local contact person will be identified. This person will need to agree to spend approximately 13 to 15 months working on the project.
2. The community contact person will form a local steering committee to develop the community project to increase support of youth exchanges. An important key is that each community will have its own unique program design to develop local support.

3. Kettering will provide specific consultation and assist in identifying the communities and contact persons, develop the steering committees, and support initial efforts to develop goals and objectives to increase support of youth exchanges in their communities.

4. After initial organization of the steering committees, a series of forums will be planned for the year. It is at these meetings that general plans will be developed to generate support and awareness of youth exchanges in the communities. Each of the community forums will be designed for its unique situation. Differences among the 12 communities are expected.

5. Kettering will work with each community in developing newspaper ads, media announcements, and brochures. Each committee will have its own set of materials to help create public awareness. These will all be keyed to the national public relations strategy being developed for the President's Initiative.

6. Following a year of work in each community, teams from the 12 communities will attend the Community International Fellows program. The teams will consolidate their experiences by sharing with each community. Also, teams from other communities will be at the International Fellows program to learn from those who completed their year of work in increasing support of youth exchanges.

7. A report and summary of the 12 community programs will be produced. This report will include a "how-to" section so that others may take advantage of successful community programs.

8. After printing of the report/summary, national attention will be given the project. Various articles, stories, and press releases will be developed. Also, national distribution will be made.

9. All of the described community level efforts will be coordinated with national efforts through the Consortium and the USIA Youth Exchange staff.

FOOTNOTES

1. *Strength through wisdom: A critique of U.S. capability. A report to the President's Commission on Foreign Language and International Studies* (Washington, DC: U.S. Government Printing Office, 1979), p. 5.

2. Ibid., p. 8.

3. Ibid., p. 13.

4. Phyllis J. Dragonas, Foreign language education in the American schools: A response to the national needs and interests, in *Schule und Forschung: Kommunikation in Europa*, Franz J. Zapp, ed. (Frankfurt, Germany: Verlag Moritz Diesterweg, 1981), pp. 74-75; Judith Torney-Purta, Children's social cognition, *Teaching Political Science* 8 (April, 1981), pp. 297-318.

5. June K. Phillips, Language is the link, in *The language connection*, J. K. Phillips, ed. ACTFL Foreign Language Series, Vol. 9 (Skokie, IL: National Textbook Co., 1977), pp. 1-6.

6. Gail Robinson, The magic carpet ride to another culture syndrome, *Foreign Language Annals* 11 (April, 1978), pp. 135-46.

7. Richard C. Williamson, Toward an international dimension in higher education, in *Foreign languages and international studies: Toward cooperation and integration*, Thomas H. Geno, ed. (Middlebury, VT: Northeast Conference Reports, 1981), p. 133.

8. Robert C. Gardner and Wallace E. Lambert, *Attitudes and motivation in second-language learning* (Rowley, MA: Newbury House, 1972), p. 97.

9. Wilga M. Rivers, Practical implications of new trends and directions, in *Proceedings of the National Conference on Professional Priorities, November, 1980, Boston, Massachusetts*, Dale R. Lange, ed. (Hastings-on-Hudson, NY: ACTFL, 1981), pp. 8-11.

10. Frank M. Grittner, Evaluation of the German American partnership program between Madison public schools and Neutorschule of Mainz, Federal Republic of Germany, *German American Partnership Program Series* 1, 1979, p. 35.

11. Gardner and Lambert (1972), pp. 14-16.

12. Gail L. Nemetz Robinson, *Issues in second language and cross-cultural education: The forest through the trees* (Boston, MA: Heinle and Heinle, 1981), p. 31.

13. Wilga M. Rivers, Talking off the tops of their heads, in *Communicating naturally in a second language*, Wilga M. Rivers, ed. (Cambridge: Cambridge University Press, 1983). Rivers has proposed a distinction between "skill getting" and

"skill using," emphasizing that the latter requires practice in actual, purposeful conversational exchange. As language teachers we try to provide situational experiences which will allow a student to use newly acquired speaking skills. However, we lose sight of the fact that in an ordinary classroom, provisions for "skill getting" and "skill using" are artificial. It is clear, then, that "skill using" can be exercised in the foreign culture, where students are integrated with their partners, new friends, and acquaintances and are forced to communicate their ideas and thoughts exclusively in English.

14. Wilga M. Rivers, *Teaching foreign language skills*, 2nd ed. (Chicago, IL: University of Chicago Press, 1981), p. 341.

15. Claudia S. Travers, Exchanges and travel abroad in secondary schools, in *Foreign languages and international studies: Toward cooperation and integration*, Thomas H. Geno, ed. (Middlebury, VT: Northeast Conference Reports, 1981), p. 100.

16. John B. Carroll, Foreign language proficiency levels attained by language majors near graduation from college, *Foreign Language Annals* 1 (December, 1967), pp. 131-51.

17. *Assessing study and travel abroad programs, a guide for local school districts* (Albany, NY: New York State Education Department, 1980).

18. Grittner (1979), p. 33.

19. Although the program is based at Burlington High School, two other schools in the area encourage their students to participate in the immersion experience.

20. Lyrace Fontaine, *Total immersion program in French: Burlington (Vt.) High School and Bergerac, France*, mimeo. (n.d.)

21. Claudia S. Travers, Learning through survival: An approach to foreign language teaching, *French Review* 53 (February, 1980), pp. 389-401.

22. Ibid.

23. See Lois Vines, *A guide to language camps in the U.S.*: 2 (Washington, DC: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1983) for a comprehensive list of language camps and immersion events across the U.S. as well as detailed descriptions of two camps.

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